Texas Education Agency

2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2

COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

Authorizing	legislation
	10913101101

General Appropriations Act, Rider 41, 85th Texas Legislature

Application stamp-in date and time

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications cannot be emailed. Applications must be received no later than the above-listed application due date and time at:

> Document Control Center, Grants Administration Division **Texas Education Agency**

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021 Pathway 3: January 1, 2019 - June 30, 2020

X Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number	S/17_11S				
Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):					
Applicant Information	WELV.				
Organization San Benito CISD	CI	DN 031912 Vendor ID 746002224 ESC 1 DUNS 083131463			
Address 240 N Crockett Street		City San Benito ZIP 78586 Phone 956-361-6110			
Primary Contact Nate Carman	Email	ncarman@sbcisd.net Phone 956-361-6110			
Secondary Contact Hector Madrigal] Email	hmadrigal@sbcisd.net Phone 956-361-6110			
Cartification and Incomparation					

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- □ General Provisions and Assurances

- □ Debarment and Suspension Certification
- □ Lobbying Certification

Application-specific Provisions and Assurances	
Authorized Official Name Dr. Nate Carman	Title Superintendent
Email nearman (a) staisd. net	Phone 956-361-6110
Signature Natt Carnan, Ed.	Date 1/-12-18
Grant Writer Name Henry Sauches	Signature / ly Say Date //-/2-04
Grant writer is an employee of the applicant organization.	Grant writer is not an employee of the applicant

RFA # 701-18-106 SAS # 277-19

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-086

CDN	031912	Vendor ID	746002224	Amendment #
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Shared Services Arrangements

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X	Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Expand current system for providing our students with dual credits.	San Benito CISD (SBCISD) will seek additional IHE (Institutions of Higher Education) MOUs to provide our students with additional locations to gain dual credits. SBCISD will seek to find teachers who current meet and/or will seek the graduate hours needed to allow them to be dual credit teachers.
Develop current paraprofessionals into certified teachers so that we can develop of pool of highly qualified instructional staff members who have greater ties to the community to 'grow our own.'	SBCISD will working with para's who have 2+ years of college to help them finish their undergraduate degree and provide a year long internship that will allow them to retain SBCISD employment while completing the certification.
Provide systems for current SBCISD students to obtain the 'teacher endorsement' to allow them to seek to become certified teachers upon receiving the undergraduate degree	SBCISDwill seek a dual credit system and promote Texas Association of Future Educators (TAFE) club formation to promote the goal of increasing the number of students who obtain dual credits / endorsements that lead to them becoming certified teachers in Texas

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

SBCISD will have 1 current teacher who have the certifications/graduate hours to teach dual credit courses by the end of the 2020/21 school year and 2 others who lead TAFE by the end of the 2019/20 school year. These 2 others teachers may have or obtain the graduate hours to also provide dual credit by the end of the 2020/21 school year. SBCISD will recruit 7 paraprofessional who will complete the undergraduate students by the 2020/21 school year and be hired for a one year internship for the 2021/22 school year to complete their certification process. If possible a current paraprofessional can complete undergraduate course work by the end of the 2019/20 school year, they will be employed in the 2020/21 in one year internship to become a certified teacher.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- 1) SBCISD certified staff and paraprofessional are informed and recruited for the program
- 2) Additional MOUs with IHEs will be obtained for dual credit courses, training of staff, and system established to have SBCISD staff specific courses
- 3) If needed a lottery will be held to determine the staff members who receive the slots in the two programs
- 4) SBCISD development system will seek other resources for staff not selected in the lottery to extend the numbers of persons in the over program to leverage resources
- 5) SBCISD staff will start the TAFE group with goal of developing PGP (Personal Graduation Plan) for students that include the teaching endorsement

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Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1) Federal programs office staff will collect the grades and other measures of progress to determine that the staff in the two programs are making timely progress in meeting their respective outcomes to be able to meet the goals of grant
- 2) The development system will continue to link this program to other resource to leverage funds and develop more staff
- 3) Campus leadership will develop systems that both types of staff can expand their duties in a manner that reflects the training they are receiving and use the Professional Learning Community (PCL) system to extend the staff learning
- 4) Data from the program concerning student academic and other outcomes will be collected to show number coming to TAFE meetings and if the academic/SEL Social Emotional Learning of the students in classes with the staff are increasing
- 5) Any staff who dropped out will be replaced

Third-Quarter Benchmark

- 1) Federal program office staff will collect the grades and other measures of progress to determine that the staff in the two programs are making timely progress in meeting their respective outcomes to be able to meet the goals of grant
- 2) The development system will continue to link this program to other resource to leverage funds and develop more staff
- 3) Campus leadership will develop systems that both types of staff can expand their duties in a manner that reflects the training they are receiving and use the Professional Learning Community (PCL) system to extend the staff learning
- 4) Data collection will be focused to the inclusion in the CIP Campus Improvement Plan so that the positive aspects of the program can be sustained
- 5) Federal program office will begin to prepare reports for TEA and assure that the funds in the program are being spent in timely manner to meet the goals of the program.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The program will link senior SBCISD staff to the two groups of SBCISD staff attending the IHEs. The major determining data will be the progress in obtaining college credits to graduate from their respective programs. The senior staff will monitor the development of PCLs and aid in the studies that will extend the IHE work to SBCISD culture of wanting to be able to 'grow our own' in several fields for all SBCISD students. We will make our district where people will want to move to our community because of the progress as seen in the Re-Imagine 2021 & 5-year Strategic Plan. We will disseminate information about the program that will help other ISDs develop similar programs through Mid-Winter presentations. The evaluation methods that SBCISD is putting in place is allow ways to use data to drive programs in a better manner. We will use the obtaining of graduation credits as the major indicator of staff success in meeting the PGP requirements to meet grant goals in timely manner. Staff who are having issues meeting requirement will be given extra non-IHE support through the PLCs to learn the material in more effective manner. The system will provide study groups for certification testing so that we can help the paras in having another system to meet this 'end' requirement. We will bring SBCISD junior/senior students and other staff into the PLCs in the last two semesters of the program so that the staff in the program have greater access to people who have already met the state requirements for the positions that they wish to hold. The IHEs staff will work with the Master's program staff to help them understand their role in the teaching of dual credit classes and the IHE requirements to be teacher of record. We will look at each staff member's progress using at least the mid-term IHE grading. While not as quick a system as we would use with SBCISD students; these staff members are making a major life change so we believe that they will seek help on their own if various support systems are built into our program. The measure of the high school programs on support the educational field career will be done by the number of students in this club,number of student in the education CTE course of study, and the number of student enrolled in post-secondary IHE program for education. These data will be use for the CIP/DIP so that culture of SBCISD can be changed and the program of 'growing our own' can be sustained in some form. The CTE educational program and ongoing outreach to community funders to find other funding sources for the staff programs will be based on the pilot information that we gain from the funding of this program.

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	gram Assurances					
			der to meet the requirements of the gra ropriate Pathway to indicate your comp			
ALL PATHWAY	S - The applicant assure	s the following:				
and activities decreased or program serv	Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.					
The application from general	on does not contain any release to the public.	nformation that would	be protected by the Family Educational Rig	hts and Privacy Act (FERPA)		
📩 Adherence to	all Statutory Requireme am Guidelines.	nts and TEA Program Ro	equirements as noted in the 2019-2021 Grow	w Your Own Grant Program,		
★ The LEA will a	ittend and/or present at	any symposiums, meeti	ngs or webinars at the request of TEA.			
Participants a	and candidates will community	nit with an MOU to rem bend.	ain in the LEA for an agreed upon length of	time in a full-time teaching		
🗵 shall provide		on progress towards SA	-2021 Grow Your Own Grant Program, Cycle IART goals and performance measures as w ram.			
X All grant-fund	ded participants and can	didates will be identifie	and submitted to TEA by April 15, 2019.			
A budget am degree or cer	endment will be filed wit tification program.	hin 30 days of notificati	on that a participant or candidate is unable	to continue with their		
PATHWAY 1-TI	ne applicant assures the	following:				
⊠ Each high sch	ool will implement the o	ourses described in the	2019-2021 Grow Your Own Grant Program,	Cycle 2 Program Guidelines.		
1110 0001 0100		, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	er of record for at least one dual credit cours ation and Training Course sequence.			
All high school in at least one	ols will establish and/or g e competitive event per y	row a chapter of a CTS(ear.) that supports the Education and Training	career Cluster and participate		
▼ Participation	in the TEA Teacher Institu	ite described in the 201	9-2021 Grow Your Own Grant Program, Cyc	:le 2 Program Guidelines.		
Each participa	ant will submit to TEA tw	o original master lessor	s per year within the Education and Trainin	g curriculum.		
All high school	ols will submit a plan for	marketing and student	recruitment to TEA each year.			
PATHWAY 2- T	he applicant assures th	e following:				
★ The LEA will a	llow reasonable paid rel	ease time and schedule	flexibility to candidiates.			
	arning bachelor's and ce	tification will do so witl	nin 2 years and will serve as teacher of recor	d in LEA by 2021-2022 year		
A signed lette presented to	er of commitment or MO TEA for approval upon p	J from a high-quality Ef eliminary selection of a	P that will partner with the LEA to award te wardees.	acher certifications will be		
PATHWAY 3- Th	e applicant assures the	following:				
_	T T		ng or the intensive pre-service training is a			
The EPP will person and the evaluated in a	rovide candidates with t a school setting	eacher certification, evi	dence based coursework, and an opportuni	ty to practice and be		
The EPP will p described in t	rovide the observation, he 2019-2021 Grow You	evaluation, feedback, pr Own Grant Program, C	ofessional development, and/or field-based ycle 2 Program Guidelines.	dexperience opportunities		
Partner LEAs	and EPP will share progra	m performance measu	res on a quarterly basis.			
EPP will provi	de aligned training to LE	A-employed mentor tea	chers with whom the candidates are placed	d.		
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Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

The Texas Association of Future Educators (TAFE) is a co-curricular statewide non-profit (501 c3) student organization created to allow young men and women an opportunity to explore the teaching profession. The organization was created in 1984 to provide the best and brightest high school and middle school students in Texas with the necessary knowledge to make informed decisions about pursuing careers in education. TAFE is sponsored by the Texas Association of Secondary School Principals and is governed by a board of directors comprised of teachers, students and principals. TAFE is now a recognized Career and Technical Student Organization (like FFA, DECA and FCCLA). TAFE is one of the nine Career and Technical Student Organization (CTSO) recognized by the Texas Education Agency. TAFE is proud to be the newest CTSO recognized in Texas. This recognition allows districts to use federal Career and Technical Education funding to support student. MISD will select the head of the program and future teachers of these courses by having principals and the CTE Director suggestions. These suggestions will be from instructional staff who have shown that they are accomplished at having student who pass STAAR and other CCMR measures of student success. Further, on SEL-type measures, teacher who 'connect well' with students will be sought. Last, because of the 99% minority student population at MISD, we will give preference to staff who 'look like' our students. The Texas A&M University-Kingsville (TAMUK) Early College Academy is an example of the programs that will allow us to extend programs to develop teaching endorsements for our students.

SBCISD developing participation in TAFE will give our students who wish to consider the teaching endorsement the opportunity to work with other students in tutoring roles, to hear from experienced teachers, to learn what it takes to be a teacher, etc. Let them know what is available in the educational field-elementary, secondary, college, coaching, counseling, special education, gifted, administration, bilingual, library science, etc. TAFE encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character service, and leadership skill necessary for becoming effective teachers. We will use the seven TAFE goals/project areas to promote teaching as a CTE profession-Teaching/Classroom Participation Projects, Participation Projects, Recreational Projects, Teacher Appreciation Projects, Fund Raising Projects, Leadership Projects, Educational Awareness Projects, and Service Projects. TRAFLES is the framework TAFE uses to insure every Chapter has a well-rounded, successful program for future educators.

- Teaching/Training: Tutor and become a positive influence to younger children.
- Recreation: Have fun with others who have similar career goals and make lifelong friends.
- Appreciation: Join in teacher appreciation activities to make a difference.
- Fundraising: Work together with your peers to raise funds to support the projects in which the local organization participates.
- · Leadership: Develop leadership characteristics.
- Educational Awareness: Learn about educational issues and/or methodologies.
- Service: Connect with the community by addressing the needs of others.

All of these project areas are designed to increase students understanding of what it is like to be a teacher and the various positions that they can have at a school. The TAFE convention is another way of exposing our SBCISD students to the greater roles that can be done within an ISD.

SBCISD will form TAFE groups at the two campuses so that our students will have another place to learn leadership and related skills. Our student will be able to explore a CCMR field that they might not be considering but may have been one of the first jobs that they ever thought they would be. This will allow SBCISD students to see that keeping their options open and "learning" transferable life skills is one of the ways that they can have post-secondary career success.

The staff member(s) will have the same 3-year commitment to remain at SBCISD and the paraprofessionals. This will assure that the program is sustained. The CIP/DIP will be updated to reflect the development of this CTE Endorsement. These staff members will also be included in the leadership teams at their respective campuses so that we can extend the PCL system to build the pool of campus/district leaders from staff receiving this training.

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Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

The MOU will contain language that describes how the staff member agrees to work for SBCISD for at least 3 years after completing the Bachler's program and will work with the various student and other SBCISD groups to show their commitment to become certified teachers. The MOU is in the form of promissory note that they agree to refund SBCISD the funds given to them to obtain their Bachler's if they choose to leave before the three-year period. This is being done so that SBCISD would have funds to fund other staff members' Bachler's so that the goals of the grant are met. This will also be done if a person does not complete their Bachler's in the agreed upon time frame. SBCISD student body has the following make up from the 2016/17 TAPR Report: Totals Enroll 10,621 - 0.1% Africa American, 99.0% Hispanic, 0.7% White; 84.2% Economically Disadvantage, 22.8% English Language Learners, 56.9% At-risk, & 8.3% Special Education students. The students' score below the state average on STAAR and End of Course tests. There are not specific sub-group gaps in measured performance because 99% of our students are Hispanic. We believe that that increasing of local teachers with content Master's and the paras being teachers will increase the the numbers of staff that 'look like our students' thus raising general expectations for all our students because will will raise the number of Hispanic teachers and have person who have a stronger connection to the community.

SBCISD has placed fliers in all the building and is seeking paraprofessionals who have either Associate degree or enough hours in their current program to be qualified to do a 1-year internship at SBCISD by the end of the 2020/21 school year. This will allow us to develop the maximum number of staff with a connection to San Benito and who wish to serve students with special needs or from traditionally underrepresented groups. SBCISD will develop a pool of paras to be selected for the program. Weights will be given to bi-lingual, minority, staff with extended service to SBCISD, and outcomes from their current post-secondary educational activities to assure that they can meet the graduation requirements of this grant. From these factor weighting a lottery will be done to select the staff if their are more qualified current staff than can be done by this grant. Principals and supervisors will be asked to provide written recommendations for this lottery. The paras in this program will be included in the campus leadership teams to increase their understanding of the day-to-day operations of the build and how changing in the systems can promote increased student outcomes. The PLC system will include these staff for similar reasons. Also, paras not selected for the program will be asked if they would like to be included in the PLC so that if other funding is obtained they can move into the program without any delay SBCISD, through the DIP, is committed to seek additional resources to sustain this system and increase the numbers of paraprofessional (and Master's level dual credit teachers) who become certified teachers in high needs areas. We see this as a method to solve our need to have a better ELL system of instruction, have staff who choose to work with special needs students, and build a system of CCMR CTE endorsements that promote every student at SBCISD have at least 12 hours of dual credits before they graduate from SBCISD. We currently are developing programs that will allow some of our student to earn both their diploma and Associate Degree. A DIP goal is to extend this system to other career pathways. We will use the two pathways to promote that SBCISD is a place that is a "grow your own" community that want to hire our former students when they graduate. This model is coming from Re-Imagine 2021 system that shows students and their families how SBCISD is building systems that results in CCMR programs that have real world benefits. This program is one of the ways that we believe that we can make our mission of "producing graduates who are lifelong learners by guaranteeing a quality education that includes college, career and workforce readiness, a strong curriculum, individualized instruction, innovative technology, and a positive learning environment" a reality. Thus, providing every student with an excellent education where students develop the knowledge and learning skills that prepare them for college and career success in the 21st Century.

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Pathway Selection and Participation		
Pathway 1, Pathways 1 and 2 concurrently	ate your choice of pathway(s) and total request for funding. You m , or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Progr about eligibility, maximum number of participants, and funding r	ram, Cycle 2
PATHWAY ONE		
Check this box if you are applying for Pathway	¹ 1	
Number of teachers with M.Ed. who are teaching	g Education and Training courses for dual credit X \$11,000 =	
Number of teachers who are teaching Educati	on and Training courses, but not for dual credit $2 \times $5,500 =$	11,000
Number of high schools with existin	g Education and Training courses in 2018-2019 X \$6,000 =	
Number of high schools without existing	ng Education and Training courses in 2018-2019 1 X \$9,000 =	9,000
	Total Request for Pathway 1	20,000
PATHWAY TWO		
	v 2 WITH Pathway 1	
	,,	
Number of	candidates pursuing a teacher certification only $3 \times $5,500 =$	16,500
Number of candidates pursuing both	h a bachelor's degree and a teacher certification 4 X \$11,000 =	44,000
	Request for Pathway 2	60,500
	Request for Pathway 1	20,000
	Total Combined Request for Pathways 1 & 2	80,500
PATHWAY THREE		
Check this box if you are applying for Pathway	3	
Number of candidates participa	ting in a year-long clinical teaching assignment X \$22,000 =	
Number of candidates participat	ing in an intensive pre-training service program X \$5,500 =	
	Total Request for Pathway 3	

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Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET
Stipends to staff members in the 'grow your own' program	52,500
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
PLC and other contracted services for the effective operations of the 'grow your own' program	4,000
SUPPLIES AND MATERIALS (6300)	
PLC materials and IHE books	3,000
General instructional materials to allow items learned in PLC to be done	2,500
Integrated multi-media presentational system with content extenders linked to PLC system	7,500
OTHER OPERATING COSTS (6400)	
Staff development conferences in state	4,000
Mid-Winter for presentations	4,000
Total Direct Co	77,500
Should match amount of Total Request from	
Indirect Cost	<u>s</u> 3,000
TOTAL AMOUNT REQUESTED	80,500
Total Direct Costs plus Indirect Costs	

Grow Your Own Grant Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

_	ram Participants: Applicant must specify the number of teachers will participate in the program and receive the stipend.	3
articul	tion 1: Implementation and Growth of the Education and Training (late the plan for the implementation and growth of the Education and Training courses. This plan should address career development, counseling, and support	raining courses, offering the
.0	The plan must include strategies to increase enrollment in each cours	se each year.
	The plan must include a description of the recruitment and selection collassroom teachers with measurable evidence of student achievement	* * * *
	an Benito CISD (SBCISD) is supporting the growth of our students entered to the students of th	<u> </u>

San Benito CISD (SBCISD) is supporting the growth of our students entering the teaching profession by promoting knowledge of TAFE (Texas Association of Future Educators). TAFE is one of the nine Career and Technical Student Organization (CTSO) recognized by the Texas Education Agency. The forming of this group at SBCISD will allow students who are focusing their CCMR (College, Career, & Military Readiness) pathway into the educational fields to have more real-world experiences to help them understand the range of positions in the profession and determine their personal career match. This will allow our students to have experiences that will support this career choice. Counseling is provided, in age appropriate manners, to all our students.

Since SBCISD is establishing TAFE in the 2019/20 school year, the initial plan is to form a TAFE after-school club to develop student interest in the career field. This will allow SBCISD to build a core group of students to develop the CTE-type (Career & Technology Education) courses that will allow students to develop endorsement in the teaching-field. The CTE Director will use the CIP (Campus Improvement Plan) process in the summer of 2020 to determine the system that will be used to use the other Texas State Technical College (TSTC) courses and programs to develop this endorsement and the set of courses. This will allow the system of providing SBCISD students with the CCMR endorsement to focus their career in the educational field.

SBCISD is engaging in general CIP/DIP/5-year Strategic Plan & Re-Imagine 2021 to improve the quality of the staff, professional development, and educational outcomes for our stakeholders. The linkage of the educational training CTE endorsement systems is designed to increase the overall quality of the staff at SBCISD. Further, the use of the Grow Your Own (GYO) concept will allow SBCISD to move paraprofessional staff members into teaching roles and develop current instructional staff to the point that they can provide the dual-credit classes for our students. This will provide the frame work, with SBCISD ongoing professional development, to raise the overall quality of the staff members by increasing professional development of instructional staff and moving paraprofessionals to full instructional roles. Both of these systems will build the number of highly qualified staff that have a connection to the San Benito community. This development of core group of dedicated staff will promote overall standards increases for what is expected of SBCISD staff.

The measures of student achievement will be done through a combination of classroom, state testing, and their meeting CCMR personal goals. The standard 3-week reporting system (progress & report cards) will be used as the initial measure of students gaining academic skills. This system is linked to the state testing in terms of scope & sequence measures for the TEKS (Texas Essential Knowledge and Skills) determining the items to be taught in specific courses. SBCISD uses a system of standard assessment testing to determine student outcomes on the TEKS and provides unit data on each teacher's students in obtaining these items. This information is used to develop re-teaching plans for students who did not obtain understanding at the desired level. SBCISD uses the benchmark system to determine the supports needed by each student to pass these tests. Last, SBCISD is developing a system to track the post-secondary outcomes for our students to provide more life-long learning outcomes to asset program items.

red	cruit students to participate in the Education and Training course sequence.
	The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
	The plan must include marketing and recruitment strategies to increase student interest and persistence.
	The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to

SBCISD will be building the educational endorsement track over two-year period with the initial phase for the 2019/20 school year being after-school club that will increase the core number of students that in the 2020/21 school year move into CTE endorsement track. The offering of the endorsement will be to all SBCISD students who have the follow demographics - African American (AA) 0.1%, Hispanic (H) 99.0%, & White (W) 0.7%; Economically Disadvantaged 84.2%, English Language Learners 22.8%, Students w/ Disciplinary Placements (2015-2016) 2.6%, & At-Risk 56.9%. The Hispanic students (only group reported) had Average ACT Score of 17.4 versus 20.3 for the state, which shows a gap; Graduates Enrolled in Texas Institution of Higher Education were 48.8% versus 56.1% for the state, which shows a gap; Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year 24.2% versus 48.7% for the state, which shows a gap; College and Career Ready Graduates 71.2%; Attendance Rate 95.3%; and Annual Dropout Rate - Grades 7-8 = 0.1% & Grades 9-12 = 1.4%. These data show the general needs for our students and how this program will increase the number and quality of services for our students.

The development of the TAFE after-school system along with the use of the GYO-system to increase the number of instructional staff with connections to San Benito will allow us to develop the core systems that will increase SBCISD student interest in the teaching career field while developing a core of instructional staff who are committed to San Benito and have increased their abilities to be effective teachers. The teaching endorsement area will be marketed with the other CCMR programs. This system uses career exploration in the lower grades and during the 8th grade year the counselors work with students and their parents to develop PGP (Personal Graduation Plan) that includes endorsement(s). The students and parents review these plans yearly to determine if the CCMR has changed and if progress is being met to graduate with their age-peers. Any changes to the PGP are made and the student's courses are tracked to assure that they are meeting their goals in timely manner.

The campus leadership through the overall counseling process will provide information on the education field as a clear choice for students. The TAFE program will allow students to have peers that support entering into education as a career field. The linking of the CTE endorsement to allow students to be Teacher's Aides will give our student more examples of the benefits of education as a career pathway. This will provide the pipeline of students entering the educational field that will allow the goals of this grant program to be met.

As part of the district's Re-Imagine 2021 Strategic Plan, which is focused on creating early and continuous exposure to college for all its students, SBCISD has announced our newest academic partnership and educational opportunity for students - the San Benito Schools Early College Academy (ECA), which will open in Fall 2018. ECA was established through a partnership with Texas A&M University – Kingsville (TAMUK), to help bridge the financial and resource gap for students wanting to attend college, through a college learning environment during their high school experience. The academy is open to all incoming 10th graders across the Rio Grande Valley, and students will be able to graduate from high school having earned up to 41 college credit hours from Texas A&M University – Kingsville, an approximate savings of \$14,000 in tuition. The credits are transferable to colleges and university across the state, and courses offered include the arts, biology, communication, psychology, math, history, English, political science, and Spanish. Students may still have the opportunity to participate in extracurricular activities. We will use the forming of the TAFE program to move some of these students to obtaining teaching certifications in this IHE pathway.

	Question 3 (required only if awarding stipends for dual credit Education and Training tea and LEA Partnership. Applicant must describe the plan to develop a partnership between the I offering Education and Training courses for dual credit.	<i>chers</i>): IHE HE and LEA, if
	The plan must include an explanation of the partnership with a dual credit partner (communi IHE), including the efficiency of the process through which students earn and transfer dual c	
	☐ The plan must include a description of the timeline to develop the dual credit partnership by school year.	the 2019–2020
	All applicants applying for Pathway 1 funding for dual credit stipends must submit with their signed letter of commitment or MOU from IHE partners agreeing to establish dual credit cou	
	SBCISD is partnering with Texas State Technical College (TSTC) to award dual credit to on This partnership allows SBCISD students to be able to obtain an Associate's Degree along with Diploma. SBCISD is further exploring with Texas State Technical College (TSTC) ways to get credits for our students. This will increase the range of courses and expand the IHEs (Institutic Education) that our students can attend. SBCISD has a partnership with Texas A&M Universit (TAMUK) that will be move with the development of the TAFE program to one where SBCISD obtain teaching endorsement. SBCISD is using the Re-Imagine 2021 and the develop of TAFE focused endorsement path engage students in CCMR (College Career Military Readiness) in a systematic way that allows exploration along with obtaining more focused SBCISD courses which the development of tear endorsement will be a focus. SBCISD is building on current IHE relationships by expanding th TSTC/TAMUK MOUs and other associations to allow for more students to obtain dual credits in align with their PGP. The having multi-IHEs with multi-pathways for the dual credits will allow different methods of obtaining college credits from the IHE that they will be attending in the fall show all of our students that they can 'do' college level work and help us build a college-going Benito. This will allow all our students to develop life-long learning skills that will be required in economy where more than 70% of the jobs that they will be earning a living have yet to be created to the program of the program of the program for it to be viable. Last, we will development of other dual credit course 2019/20 school year these additional dual credit systems will be piloted to assure that industry endorsements are met and that credit for awarding degrees will be met and that we are recruit students to the program for it to be viable. Last, we will deve	th High School other dual ons of Higher dy – Kingsville student can hways that will a career ching e current in a manner to our students. This will culture in San a the new gigated (Crane, on and/or a in this e IHEs staff to the he goals of es. In the certifications / ing enough the parents oarents to
1		

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles (required only if applying for Pathway 2 funds in addition to Pathway 1)

Program Participants: Applicant must specify the number of	7
paraprofessionals, instructional aides, and/or long-term substitute	
teachers who will participate in the program and receive the stipend.	

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The staff members applying for the para-program will submit their general evaluations and supporting documents that shows their abilities connect with student / families, working with other organizations in San Benito, and links to Professional Learning Communities (PCL) that include paras'. There will be weighted factors based on each of these items that the senior leadership will develop to assure that the most qualified teachers become the core for SBCISD's 'grow your own' core of teachers. These paras' ability to take IHEs courses will be another factor in the development of the weighted factors. The principal and lead teachers on a campus will be asked to comment on the applications of the people applying for these 8 slots.

With SBCISD being 99% non-White students, preference will be given to minority applicants so that our students have role models that 'look like them' to promote more of our students to obtain dual credits, have front-line instructional staff that students know as 'teaching aides' obtaining certification, and providing role models as why considering teaching as professional is a viable CCMR choice. Teachers in the STEM areas and Special Education will be preferred but SBCISD goal is to have at least one staff member with a content area Master's in all major subject areas so that we will have the ability to provide a wider range of dual credit classes. This staff member will further serve as a role model for the paras obtaining their initial certification and undergraduate degree as what they can do if they continue their education. We will give preference to paras with 3-5 years of experience in the classroom and/or at SBCISD. This is because these people already have a connection to SBCISD and can be expected to stay at SBCISD.

The MOU will contain language that describes how the staff member agrees to work for SBCISD for at least 3 years after completing the Bachler's program and will work with the various student and other SBCISD groups to show their commitment to become certified teachers. The MOU is in the form of promissory note that they agree to refund SBCISD the funds given to them to obtain their Bachler's if they choose to leave before the three-year period. This is being done so that SBCISD would have funds to fund other staff members' Bachler's so that the goals of the grant are met. This will also be done if a person does not complete their Bachler's in the agreed upon timeframe.

If any of the ten initially selected Bachler's students finish in the first year or drop out of the program; other staff members will be asked if they would like to work towards their Bachler's. This will be done so that the total number of staff members who have the qualifications to teach is maximized. SBCISD will seek other funding sources to allow these staff members to have funding while they are working on their Bachler's from local sources to develop a 'grow your own' concept for other skill sets at San Benito.

The paras will be given by their current teachers the opportunity to 'teach' lessons so that they can apply what they are learning at the IHE in real world setting. The group of paras will have extended professional development offered by central office staff to allow them to obtain the skills to be successful during their one-year internship instead of student teaching. If required for their undergraduate program, these paras will be allowed to attend classes or trainings during the normal school day as required by their degree program. These paras will also engage in the Professional Learning Communities (PLC) as if they were already certified staff members so that they have greater understanding of how PLCs affect student outcomes.

THE OFFICE OF DUAL ENROLLMENT

Texas State Technical College

300 Homer K. Taylor Drive Sweetwater, TX 79556

January 22, 2018

Dear District Partner,

Whether you're a new or returning partner for the 2018-19 academic year, thank you for choosing Texas State Technical College as your provider for Technical Dual Enrollment Initiatives. The purpose of the TSTC Dual Enrollment team is to collaborate with secondary institutions in order to provide Texas high school students with dual enrollment opportunities in technical programs with a high demand for career placement. Striving to propel students toward successful careers in industry, TSTC Dual Enrollment is committed to making work-based learning programs available to young people in an effort to support career exploration, promote seamless transition to college, and enter the workforce.

Attached you will find the '18-'19 Memorandum of Understanding, effective August 1, 2018.

Please review the entire document, complete with a superintendent signature, and email to <a href="https://linearintendent.com

*Please note: As the contents of this MOU help to articulate program agreements and ocknowledge participating high schools, students will not be able to apply online for TSTC Dual Enrollment offerings until this signed contract is returned to the college.

Moving forward, we would like to draw your attention to the following changes that affect administrative processes:

- Signed Pathway Approval Forms, one representing each partnering high school in your district, are also included
 as a component of the MOU contract. These forms serve as program agreements between TSTC and each high
 school
- District pay is the only billing option, and invoices will be sent to the recipient of this contract packet. The
 invoice will need to be paid in full before students can be registered for the following semester or transcripts
 can be released.

If you require any clarification regarding the MOU, or have any questions about its contents, please contact your Dual Enrollment regional staff member, and we will be happy to assist you.

Again, thank you for partnering with Texas State Technical College as we seek to provide students with quality technical education. We are grateful to be working alongside those in your district to place more Texans.

Sincerely,

Your TSTC Dual Enrollment Team

tstc.edu



West Texas: (325)734-7412 Marshall: (903)923-3394 Waco: (254)867-3875 Ft. Bend: (806)475-8323 Harlingen: (956)364-4134

PATHWAY OFFERING FORM



In the spaces below, please indicate the pathways San Benito High School proposes to offer for the 2018-2019 Academic Year. If you have an estimated number of students you believe will enroll, please indicate that was well. If you are uncertain, leave this portion of the form blank. The pathway proposal will initiate the development of an annual Memorandum of Understanding but does not substitute as an agreement.

High School Information:

(SDArevas Gorna School/One).	San Benito CISD	AHSIIIII	San Benito High School
HSTRINGPATOR PASOTE HA	Henry Sanchez	FAMORE SERVICE	446290

Dual Enrollment Contact (HS Counselor or CTE Administrator or Designee);

y (Gonlau); Namays	Jose Fuentes) Flonted to the	San Benito High School
Figure 2	956-361-6537		JFuentes@sbclsd.net

Pathway Offering Information (add additional rows as needed):

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is a niwaye	- Program Malor 1970 - Godby	day ie Wadres Hoali (filia lon (brish es) Gamous even line)	SECTION (CO CANODINE)
Education and Training	DCP.EDT.CER2	450 S Oscar Williams Rd, San Benito, TX 78586	50
	•		
		*	

Approvals:

a controllation of the second	Jose Fuentes		Date: 12-13-17
	Henry Sanchez	18 S	Date: (2-14.15
i Sired DVA ()	Sarai Duran	Screai Dran	Date: 12 8 7

Texas State Technical College Memorandum of Understanding Dual Enrollment

Texas State Technical College (TSTC) (herein called the COLLEGE") and San Benito CISD and listed schools (herein called the "HIGH SCHOOL PARTNER")

High School Name	High School CEEB Code

enter into the following Memorandum of Understanding (MOU) for the terms of which WITNESS THE FOLLOWING (TAC Title: 19 Chapter 4, Subchapter D, Rule § 4.84 Section (a)):

OVERVIEW

The College is committed to serving the students and communities of Texas through collaborative work with High School Partners. A major initiative promoting technical education and careers is the Texas State Technical College Dual Enrollment Program, which includes the provision of the Dual Credit state program to qualified students; therefore,

MOU PURPOSE

The purpose of this (MOU) is to outline the roles and responsibilities of the College and the High School Partners that participate in the Dual Credit Program. This MOU is the agreement that encompasses all dual credit programs, including Early College High Schools (ECHS) and the Academies Program as required by the Texas Higher Education Coordinating Board (THECB). A separate MOU is required by the Texas Education Agency for each Early College High School.

ACADEMIC POLICIES & PROCEDURES

Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses.

METHOD OF DELIVERY & LOCATION OF CLASS



Courses may be delivered utilizing the method mutually determined by TSTC and the High School Partner:

(1) delivered at the high school campus utilizing a certified high school teacher credentialed and employed as a TSTC Dual Enrollment Adjunct Instructor meeting the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) criteria; (2) delivered at the high school campus utilizing a TSTC Instructor; (3) delivered on the TSTC campus utilizing TSTC Instructors; (4) delivered online utilizing a TSTC Instructor. (5) delivered online utilizing a TSTC Dual Enrollment Adjunct Instructor.

Dual enrollment classes not taught on a TSTC campus or during regular class hours may include but are not limited to:

- Online Learning courses: dual credit students participating in classes delivered online by the
 college are not required to be present on-site to access such instruction. Online classes are
 accessible at anytime from anywhere a student has a computer and internet access.
- Special technical programs approved to run outside the designated block time
- · Courses taught at high school, face-to-face.

ELIGIBLE COURSES

Courses offered by the College for dual credit are developed based on the guidelines published in the Academic Course Guide Manual (ACGM) or the Workforce Education Course Manual (WECM) adopted by the Texas Education Coordinating Board (THECB) and must be in the approved course inventory of the College and approved for dual credit by the applicable instructional department and College Dual Enrollment Office. Remedial or continuing education courses will not be offered for dual credit. TSTC technical dual enrollment pathway courses are designed for students to matriculate to TSTC upon high school graduation for program completion. TSTC courses may also transfer to other institutions.

- a) Each dual enrollment class will be offered based on High School Partner request and will require a minimum of 10 officially enrolled TSTC Dual Enrollment students. Additionally, staffing and facility availability will determine course offering.
- b) The number of courses in a dual credit technical program pathway offered at a High School Partner off-site location/campus will be monitored and approved on a term by term basis by the TSTC Dual Enrollment Office. TSTC must seek approval from SACSCOC to offer 50% or more credits toward an award at an off-site location before implementation, including but not limited to Early College High School and Dual Enrollment programs offered at a high school (Substantive Change for SACSCOC Accredited Institutions, Policy Statement).
 - High School Partners wishing to add dual credit course offerings in a technical program
 pathway must submit a request in writing to the Dual Enrollment Office no later than
 August 1, 2018, for Academic Year 2019-2020 implementation.
 - High School Partners wishing to add new dual credit technical program pathways to an
 existing or new off-site high school location must submit their request in writing to the
 Dual Enrollment Office no later than May 31, 2018, for Academic Year 2019-2020
 implementation.

FACULTY QUALIFICATION, SELECTION, HIRING, SUPERVISION, AND EVALUATION

The College has established an approval process for selecting and/or approving qualified faculty to teach dual credit courses. Faculty applying to teach in the Dual Enrollment Program must meet the credential requirements as stated in the College's <u>Statewide Operating Standard ES.1.11</u>, Faculty Credentials (http://www.tstc.edu/qovernance/es), which includes the criteria used by the College to determine teaching eligibility. Applicants are required to submit all required documents for the hiring process (including a completed employment application, curriculum vitae (CV) or resume and transcript copies) to the Human Resources Department.

The College will ensure that College Faculty requested to teach dual credit courses at the High School Partner sites have met acceptable national criminal background checks, including fingerprinting.

Each approved Dual Enrollment Adjunct Instructor member will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures, in accordance to the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The College and the High School Partner will work collaboratively and timely share any and all information necessary in the event of an investigation of a personnel matter.

TSTC Dual Enrollment Adjunct instructors will receive stipend pay according to the number of courses instructed and course start and end dates. The 2018-2019 stipend guideline:

Dual Enrollment	\$750	\$1,250	\$1,500
Adjunct Stipend	1-2 courses	3-4 courses	5+ courses

High School Partner & Dual Enrollment Adjunct Instructor Expectations:

- a) Dual Enrollment Adjunct Instructors will follow current college procedures to ensure students attending/participating in the course are officially listed on the roster.
- b) Dual Enrollment Adjunct Instructors will submit required reporting documents (such as, submission of mid-term, final grades and validation of rosters). Faculty will participate in annual training as required by the College.
- c) The High School Partner will allow release time from high school duties for Dual Enrollment Adjunct Faculty to attend faculty training required by the College.
- d) In order to ensure instructional needs are met, the High School Partner will notify the College's. Dual Enrollment staff of any Dual Enrollment Adjunct Instructor personnel changes sixty (60) days prior to the first day of the dual credit section.

FACILITIES, TEACHING ENVIRONMENT, ENROLLMENT



a) Facilities

The High School Partner will work with the College to ensure that the High School Partner's facilities meet the expectations and criteria required for college classes, and are appropriate for college-level instruction that include the following:

- High School Partner will ensure that College faculty and dual credit students have appropriate access to all available instructional resources and essential technology;
- High School Partner shall permit access to the College's electronic learning resources when the course is taught at the High School Partner; and
- High School Partner offering courses shall meet the laboratory safety standards and have material/equipment that comply with College program requirements.

b) Teaching Environment

The High School Partner will ensure that the classroom environment is conducive to collegelevel learning by:

 Designating a classroom and lab space as required for dual credit courses taught face-to-face at the high school.

c) Enrollment

The High School Partner will designate at least one person responsible for:

- coordinating and tracking submission of all required documents for admissions and registration.
- adhering to all established College deadlines, policies & procedures including but not limited to schedule changes including, additions, drops, and withdrawals and
- working in collaboration with TSTC's dual enrollment team for all issues regarding dual enrollment, such as admissions, advisement, registration, grading, reporting and programming improvements.
- 4) The High School Partner's designated contact is required to attend TSTC's Dual Enrollment Administrator Training on an annual basis.

COURSE CURRICULUM, INSTRUCTION, AND GRADING

High School Partners that participate in the Dual Enrollment Program at Texas State Technical College will comply with procedures and quidelines established by the College:

a) Academic Instructional Calendar

Dual Credit classes will follow the College Academic Calendar. Exceptions may be arranged through collaboration between the College and the High School Partner.

b) Monitoring Instruction

High School Partners will work with the College so that College personnel will have the opportunity to monitor the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the High School Partner. TSTC designated supervisors must conduct an adjunct faculty evaluation. The evaluation & training shall include, but not be limited to:

- A coordinated classroom site visit by TSTC College Faculty and Dual Enrollment staff.
- A TSTC end-of-semester course and instructor evaluation completed by students.
- A mandatory yearly instructor orientation/training session for all adjunct instructor.

c) Books and Supplemental Materials

The High School Partner, or student will be responsible for obtaining the required editions of required textbooks and supplies on or before the first day of the college class. All textbooks and/or supplemental materials, software, computer specifications, applicable insurance coverage, uniforms, associated travel expenses related to program competitions/events (e.g., Skills USA), chaperone expenses, etc., will be the responsibility of the High School Partner. Textbooks, materials, and supplies are available for purchase through the TSTC Bookstore at http://www.tstc.edu/student_life/bookstore.

d) Grading Procedures

All Dual Credit Faculty will follow the College Grading System as stated in the College's <u>Statewide Operating Standard ES.4.06</u>, **Grading System** (<u>http://www.tstc.edu/governance/es</u>) as well as the grading criteria in the departmentapproved syllabus. A student must earn a grade of C or better in a WECM course to pass.

e) Student Learning Support Services

All TSTC Dual Credit Students have access to the TSTC Learning Resource Center, (http://tstc.edu/student_life/learningresource) and learning support services.

f) Student Grievances/Complaints

Procedures for handling student grievances or complaints, as it relates to the college course or customer service, are applicable to all students including those enrolled in dual credit courses. Dual credit students with grievances or complaints shall follow the procedures as stated in the College's Statewide Operating Standard ES.3.24, Student Grievances & Complaints (http://www.tstc.edu/governance/es) as published in the College Student Handbook.

STUDENT ELIGIBILITY

The College requires High School Partner partners to follow all College enrollment procedures and guidelines for dual credit students. All students must meet dual enrollment admissions and eligibility requirements as outlined by the Texas Higher Education Coordinating Board laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D and Subchapter G Rule § 4.85, and as stated in the College's <u>Statewide Operating Standard ES.4.07</u>, <u>Admission of Students</u> (http://www.tstc.edu/governance/es).

COMPOSITION OF CLASS

Dual credit courses may be composed of dual credit students only or of dual and college credit students as defined by the Texas Higher Education Coordinating Board laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D and Subchapter G Rule § 4.85. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:

- If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
- If the high school credit-only students are College Board Advanced Placement students.
- 3) If the course is a career and technology/college workforce education course and the high

school credit-only students are earning articulated college credits.

CAMPUS ACTIVITY & TRANSPORTATION

TSTC assumes no obligation or responsibility for the transportation of students to or from the TSTC Campus or training facilities. Students that have a free period while on TSTC campus will not be monitored and the High School Partner holds TSTC harmless for any death, personal injury, property damage, and /or campus disruption caused by High School Partner personnel or their students. TSTC is not responsible for High School Partner's students who leave TSTC grounds.

STUDENT RIGHTS & RESPONSIBILITIES

Dual credit students must abide by the Code of Student Conduct outlined in the current TSTC College Catalog & Student Handbook. Dual enrollment students will be dismissed for disruptive behavior and referred to their high school principal or designee for disciplinary action. Dual enrollments students attending classes on a TSTC campus will be treated as college students and are responsible for knowing all rules and regulations of the College. Student Conduct violations will be handled through the Code of Student Conduct, <u>Statewide Operating Standard ES 3.23</u>, <u>Student Rights and Responsibilities (http://www.tstc.edu/governance/es)</u>.

STUDENT SUPPORT SERVICES

The College and the High School Partner will adhere to Section 504 of the Americans with Disabilities Act Amendments Act (ADAAA). Students in dual enrollment courses will have access to the same or comparable support services that are afforded College students on the main campus. TSTC is responsible for ensuring timely and efficient access to the Humana Student Assistance Program. Services such as these may require a signed student and/or parent consent form to receive services.

TSTC will adhere to and comply with current TSTC policies, procedures, federal, state, and local laws that govern the College for individuals and/or students with disabilities that require accommodations.

The High School Partner agrees that in classes for which college credit is awarded, accommodations will need to meet standards under the ADAAA and Section 504 subpart E, and will adhere to TSTC's current policies and procedures for determining reasonable accommodations and grievances. Service coordination and costs of required accommodations will be afforded through a collaborative effort.

The High School Partner agrees that classes in which high school credit is awarded, the ADAAA and Section 504 subpart D, accommodations will be the responsibility of the high school partner. If an accommodation fundamentally alters the course, college credit will not be awarded.

Building and information technology access will be the responsibility of the owner/provider of that infrastructure, including access to web-based curriculum materials.

Students with disabilities who require accommodations will be required to self-disclose with the TSTC Disability Services Office.

It is the responsibility of dual enrollment students, and their parents/legal guardians or sponsoring agents to provide students health and accident insurance and hold TSTC harmless and to waive any claims, past, current or future, they may have for any death, personal injury, property damage, or

accidents involving students or visitors while on the TSTC campus or off-campus instructional site locations.

TRANSCRIPTION OF CREDIT

A college grade shall be transcribed upon completion of the semester for the courses in which they are officially enrolled and will adhere to the current grading policy. The High School Partner agrees to evaluate the learner's objectives to be achieved by students completing TSTC's dual credit college courses and to transcribe credit on the student's high school transcript accordingly.

FINANCE AND FUNDING

a) Tuition & Fees

Dual enrollment courses are offered at a reduced tuition waiver & fee rate of \$33.00 per credit hour. Refunds will follow <u>Statewide Operating Standard FA 1.9</u>, Refund of Tuition and Fees (<u>http://www.tstc.edu/governance/fa</u>). Dual enrollment student eligibility and enrollment requirements must be met for the tuition waiver to apply.

b) Invoicing

TSTC will invoice the High School Partner for all applicable tuition and fee charges under the sponsorship billing process, invoicing will start after the refund period ends. Student registration for subsequent academic terms will not be completed until payment is received. The High School Partner will assign a designated billing contact to work with TSTC's Student Accounting Office.

FERPA

Parties agree to maintain the records for all students by all applicable federal, state, and local laws. For the purposes of this agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), TSTC hereby designates the High School Partner as a school official with legitimate education interests in the educational records of the students who participate in the dual enrollment program to the extent that access to the records are required by the High School Partner to carry out the functions of the program. Parties agree to maintain the confidentiality of the students' educational records in accordance with the provisions of FERPA. The parties shall not release educational records to any third party without written consent by the affected student.

MEMORANDUM OF UNDERSTANDING (MOU)

Any change to the terms of this MOU must be presented in written form and agreed upon by both TSTC and the High School Partner at least thirty (30) days before any term or provision may be changed.

TEXAS PUBLIC INFORMATION ACT

Notwithstanding any provisions of this Agreement to the contrary, the High School Partner understands that TSTC will comply with the Texas Public Information Act, Gov't Code, Chapter 552 as interpreted by judicial opinions and opinions of the Attorney General of the State of Texas. TSTC will notify High School Partner of receipt of a request for information related to this Agreement. High School Partner will cooperate with TSTC in the production of documents responsive to the request.

High School Partner may request that TSTC seek an opinion from the Attorney General of the State of Texas, however, TSTC will not honor High School Partner's request for an opinion if the request is not

Texas State Technical College based upon a reasonable interpretation of the Texas Public Information Act. Additionally, High School Pertner will notify TSTC Office of General Counsel of any third party requests for information that was provided by the State of Texas for use in conducting this Agreement. This Agreement and all data and other information generated or otherwise obtained in the performance of its responsibilities under this Agreement may be subject to the Texas Public Information Act. High School Pertner is required to make any information created or exchanged with the state pursuant to this contract, and not otherwise excepted, from disclosure under the Texas Public Information Act, available in a format that is accessible by the public at no additional charge to the state. High School Pertner agrees to maintain the confidentiality of Information received from the State of Texas during the performance of this Agreement, including information which discloses confidential personal information particularly, but not limited to, social security numbers.

EFFECTIVE DATE & TERM

Texas State Technical College 300 Homer K Taylor Dr. Sweetwater, Texas 79558

The effective date of this Agreement is August 1, 2018. This agreement shall continue for one (1) year after the effective date.

SIGNATURES

The persons signing this MOU represent, each to the other, that they are authorized to sign for and bind their respective institutions.

By:

Marina Wilcox
Vice President, Dual Enrollment

San Benito CISD
240 N Crockett St
San Benito, Texas 78586

By:

Dr. Nate Carman Superintendent, San Benito CISD

TSTC

THE OFFICE OF DUAL ENROLLMENT

Texas State Technical College

300 Homer K. Taylor Drive Sweetwater, TX 79556

January 22, 2018

Dear District Partner,

Whether you're a new or returning partner for the 2018-19 academic year, thank you for choosing Texas State Technical College as your provider for Technical Dual Enrollment initiatives. The purpose of the TSTC Dual Enrollment team is to collaborate with secondary institutions in order to provide Texas high school students with dual enrollment opportunities in technical programs with a high demand for career placement. Striving to propel students toward successful careers in industry, TSTC Dual Enrollment is committed to making work-based learning programs available to young people in an effort to support career exploration, promote seamless transition to college, and enter the workforce.

Attached you will find the '18-'19 Memorandum of Understanding, effective August 1, 2018.

Please review the entire document, complete with a superintendent signature, and email to lulu.morales@tstc.edu by February 26, 2018 (Fax also available at 325-235-7404). Once processed and signed by our office, we will email your copy back to your district for the purpose of records.

*Please note: As the contents of this MOU help to articulate program agreements and acknowledge participating high schools, students will not be able to apply online for TSTC Dual Enrollment offerings until this signed contract is returned to the college.

Moving forward, we would like to draw your attention to the following changes that affect administrative processes:

- Signed Pathway Approval Forms, one representing each partnering high school in your district, are also included
 as a component of the MOU contract. These forms serve as program agreements between TSTC and each high
 school.
- District pay is the only billing option, and invoices will be sent to the recipient of this contract packet. The
 invoice will need to be paid in full before students can be registered for the following semester or transcripts
 can be released.

If you require any clarification regarding the MOU, or have any questions about its contents, please contact your Dual Enrollment regional staff member, and we will be happy to assist you.

Again, thank you for partnering with Texas State Technical College as we seek to provide students with quality technical education. We are grateful to be working alongside those in your district to place more Texans.

Sincerely,

Your TSTC Dual Enrollment Team

tstc.edu



West Texas: (325)734-7412 Marshall: (903)923-3394 Waco: (254)867-3875 Ft. Bend; (806)475-8323 Harlingen: (956)364-4134

PATHWAY OFFERING FORM



DUAL ENROLLMENT

In the spaces below, please indicate the pathways San Benito High School proposes to offer for the 2018-2019 Academic Year. If you have an estimated number of students you believe will enroll, please indicate that was well. If you are uncertain, leave this portion of the form blank. The pathway proposal will initiate the development of an annual Memorandum of Understanding but does not substitute as an agreement.

High School Information:

risdarexasificine school/6)ner- Enilly	San Benito CISD	MISINIE E	San Benito High School
HS Pindballor Designee	Henry Sanchez	GEEBI-PA	446290

Dual Enrollment Contact (HS Counselor or CTE Administrator or Designee);

Contact	Jose Fuentes	Honseim	San Benito High School
Pione Pione Control (Control (956-361-6537		JFuentes@sbcisd.net

Pathway Offering Information (add additional rows as needed):

Pathway.	Brogram Malon Gode s	m Physic (VAddigs s) (dallisti ticilon (dalistice markatan pusio (chillis)	HESTIM NEVE HESTIM TO ILLUSTRA HESTIMATORIA
Education and Training	DCP.EDT.CER2	450 S Oscar Williams Rd, San Benito, TX 78686	50
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127			
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Approvals:

Historial Enrollments econtrol Ethnik Name H	Jose Fuentes	Signatura	Date: 12-17
High Sancol Biblio parol Disjoiles	Henry Sanchez	Signature / 8/	Date: (2-14. b
anshielbiril Henrollmenek Advisorimananeri	Sarai Duran	Signature: Soveai Drom	Date: 12 18 17

Texas State Technical College Memorandum of Understanding Dual Enrollment

Texas State Technical College (TSTC) (herein called the COLLEGE") and San Benito CISD and listed schools (herein called the "HIGH SCHOOL PARTNER")

High School Name	High School CEEB Code

enter into the following Memorandum of Understanding (MOU) for the terms of which WITNESS THE FOLLOWING (TAC Title: 19 Chapter 4, Subchapter D, Rule § 4.84 Section (a)):

OVERVIEW

The College is committed to serving the students and communities of Texas through collaborative work with High School Partners. A major initiative promoting technical education and careers is the Texas State Technical College Dual Enrollment Program, which includes the provision of the Dual Credit state program to qualified students; therefore,

MOU PURPOSE

The purpose of this (MOU) is to outline the roles and responsibilities of the College and the High School Partners that participate in the Dual Credit Program. This MOU is the agreement that encompasses all dual credit programs, including Early College High Schools (ECHS) and the Academies Program as required by the Texas Higher Education Coordinating Board (THECB). A separate MOU is required by the Texas Education Agency for each Early College High School.

ACADEMIC POLICIES & PROCEDURES

Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses.

METHOD OF DELIVERY & LOCATION OF CLASS

